

AWARD PUBLISHING LIMITED
CORRELATION TO THE COMMON CORE STATE STANDARDS FOR ELA
KINDERGARTEN

STRAND: FOUNDATIONAL SKILLS	Teacher Edition Page References
Print Concepts Standard 1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	Opportunities exist daily. TE: Week 2: The Party, p. 65, 73, 74, 77, 78 TE: Week 13: Jumping Beans, p. 306, 307, 315, 319, 321 TE: Week 25: The County Fair, p. 204, 205, 208, 214, 218, 222 TE: Week 35: Trucks, p. 506, 507, 508, 509, 511, 512, 513
b. Recognize that spoken words are represented in written language by specific sequences of letters.	Opportunities exist daily. Earth, letter activity, word activity, writing activity TE: Week 4: We Like Things on Earth, p. 108, 109, 110, 113, 114, 117, 118, 120, 121, 122, 126 TE: Week 15: Come and See the Garden, p. 350, 351, 352, 353, 354, 355, 356, 359, 361, 363, 364, 368 TE: Week 27: Donald the Dragon, p. 260, 261, 262, 265, 266, 268, 269, 270, 273, 275, 278 TE: Week 33: The Puppies, p. 432, 433, 434, 437, 438, 440, 441, 442, 445, 446, 450
c. Understand that words are separated by spaces in print.	Opportunities exist daily. TE: Week 3: Zolar and Zina in Space, p. 88, 100 SE: Week 14: Alphabet Text M TE: Week 14: How Many Spots?, p. 329, 337, 339, 341, 343, 346 TE: Week 23: My Camera, p. 143, 151, 152, 155, 157 TE: Week 30: Spots and Stripes, p. 347, 348, 351, 352, 355, 356, 359, 360
d. Recognize and name all upper and lowercase letters of the alphabet.	Opportunities exist daily. TE: Week 5: Zolar and Zina in the Pool, p. 131, 135, 137, 139, 143 TE: Week 12: We See Letters, p. 285, 286, 289, 290, 295 TE: Week 24: "Squeak," Said the Mouse, p. 175, 179, 180 TE: Week 35: Trucks, p. 509
Phonological Awareness Standard 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on My Hand, p. 405 TE: Week 33: The Puppies, p. 437

b. Count, pronounce, blend, and segment syllables in spoken words.	TE: Week 2: The Party, p. 69 TE: Week 8: Quick! Quick! Quick!, p. 201 TE: Week 20: Here I Come!, p. 69 TE: Week 35: The Week It Rained, p. 487
c. Blend and segment onsets and rimes of single syllable spoken words.	TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on my Hand, p. 405 TE: Week 33: The Puppies, p. 437
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.) 1 Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	TE: Week 5: Zolar and Zina in the Pool, p. 143 TE: Week 13: Jumping Beans, p. 319 TE: Week 34: My Homes, p. 471– not all CVC TE: Week 33: The Puppies, p. 441
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TE: Week 29: My Guide Dog: p. 337 TE: Week 30: Where?, p. 369 TE: Week 32: Someone Ate Our Food, p. 423 TE: Week 33: Mrs. McGuire’s Muffins, p. 455
Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Opportunities exist weekly when reading the alphabet text and activities, and the letter activity of the main text. TE: Week 2: The Party, p. 65, 69 TE: Week 7: Bumper Boats, p. 175, 179 TE: Week 20: Here I Come!, p. 65, 69, 73 TE: Week 30: Spots and Stripes, p. 347, 351
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	TE: Week 4: We Like Things on Earth, p. 109 (e) TE: Week 13: Jumping Beans, p. 307 (o) TE: Week 15: Come and See the Garden, p. 350 (a) TE: Week 26: I Put Away the Milk, p. 229 (u) TE: Week 29: Hide and Seek, p. 315 (i)
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Opportunities exist weekly when reading the main text, the alphabet texts, and the word activities. TE: Week 7: Bumper Boats, p. 183 (the) TE: Week 9: Dressing Up, p. 227 (is) TE: Week 23: My Camera, p. 151 (my) TE: Week 30: Where?, p. 371 (review)
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Opportunities exist weekly in the letter activities. TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on my Hand, p. 405 TE: Week 33: The Puppies, p. 437
Fluency Standard 4. Read emergent-reader texts with purpose and understanding.	Opportunities exist weekly when reading the main and alphabet texts. TE: Week 7: Bumper Boats, p. 186 TE: Week 15: Come and See the Garden, p. 356 TE: Week 24: “Squeak,” Said the Mouse, p. 176, 180, 186 TE: Week 33: The Puppies, p. 434, 446

STRAND: INFORMATIONAL TEXT	
Standard 1. Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	TE: Week 6: The Football Game, p. 156 TE: Week 16: Big Machines, p. 376, 377 TE: Week 22: My Birds, p. 118, 122 TE: Week 28: My Flag, p. 290, 294, 300, 308
2. With prompting and support, identify the main topic and retell key details of a text.	TE: Week 16: Big Machines, p. 380 TE: Week 22: My Birds, p. 122 TE: Week 25: The County Fair: p. 208, 214, 218 TE: Week 28: My Flag, p. 292
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE: Week 11: I Am Lucky!, p. 270 TE: Week 16: Big Machines, p. 372, 374 TE: Week 25: The County Fair, p. 204, 205, 208 TE: Week 28: My Flag, p. 290
Standard 2. Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	TE: Week 6: The Football Game, p. 160 TE: Week 11: I Am Lucky!, p. 263 TE: Week 25: The County Fair, p. 205 TE: Week 31: Reflections, p. 376
5. Identify the front cover, back cover, and title page of a book.	Opportunities exist on Day 1 of Shared Reading. TE: Week 6: The Football Game, p. 152 TE: Week 25: The County Fair, p. 204
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TE: Week 11: I Am Lucky, p. 262 TE: Week 16: Big Machines, p. 372 TE: Week 25: The County Fair, p. 204
Standard 3. Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	TE: Week 6: The Football Game, p. 156 TE: Week 11: I Am Lucky!, p. 274 TE: Week 31: Reflections, p. 376, 378 TE: Week 25: The County Fair, p. 204, 205
8. With prompting and support, identify the reasons an author gives to support points in a text.	TE: Week 31: Reflections, p. 376
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TE: Week 6: The Football Game, p. 160 TE: Week 11: I Am Lucky!, p. 270
Standard 4. Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	TE: Week 6: The Football Game, p. 152, 153, 156, 158 TE: Week 16: Big Machines, p. 372, 373, 374, 380 TE: Week 22: My Birds, p. 120, 122 TE: Week 31: Reflections, p. 376, 377, 378, 380

STRAND: LANGUAGE	
Conventions of Standard English	
Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	<p>Opportunities exist weekly in the alphabet activities called letter formation.</p> <p>TE: Week 2: The Party, p. 65, 69 (i, e, p)</p> <p>TE: Week 15: Come and See the Garden, p. 351 (a)</p> <p>TE: Week 21: Up and Down, p. 89 (g)</p> <p>TE: Week 33: The Puppies, p. 433 (z)</p>
b. Use frequently occurring nouns and verbs.	<p>TE: Week 3: Zolar and Zina in Space, p. 99</p> <p>TE: Week 12: We See Letters, p. 297</p> <p>TE: Week 23: My Camera, p. 155</p> <p>TE: Week 29: Hide and Seek, p. 327 Verbs</p> <p>TE: Week 13: Jumping Beans, p. 315</p> <p>TE: Week 21: Water Fun, p. 113</p> <p>TE: Week 27: Look at Me, Mom! p. 287</p> <p>TE: Week 27: Donald the Dragon, p. 273</p>
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<p>TE: Week 10: In a Car, p. 253</p> <p>TE: Week 28: My Flag, p. 303</p> <p>TE: Week 30: Spots and Stripes, p. 355</p>
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<p>TE: Week 9: Dressing Up, p. 227, 231</p> <p>TE: Week 14: How Many Spots?, p. 328, 329, 333, 337, 341</p> <p>TE: Week 20: Here I Come!, p. 73</p> <p>TE: Week 30: Where?, p. 366, 367, 371 373</p>
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<p>TE: Week 10: In a Car, p. 249, 253</p> <p>TE: Week 12: We See Letters, p. 293, 297</p> <p>TE: Week 27: Look at me, Mom!, p. 280, 281, 287</p> <p>TE: Week 29: Hide and Seek, p. 327</p> <p>TE: Week 35: Trucks, p. 511</p>
f. Produce and expand complete sentences in shared language activities.	<p>The following are examples of pages where the student is given parts of a sentence to complete or expand on:</p> <p>TE: Week 2: The Party, p. 73, 77 (word & sentence activity)</p> <p>TE: Week 17: Fast, p. 403, 407 (word & sentence activity)</p> <p>TE: Week 24: "Squeak," Said the Mouse, p. 183, 187 (word & sentence activity)</p> <p>TE: Week 32: Someone Ate Our Food, p. 425, 427 (word & sentence activity)</p>
Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	<p>TE: Week 5: Zolar and Zina in the Pool, p. 139, 143 (word & writing activity I)</p> <p>TE: Week 17: Fast, p. 403, 407 (word & writing activity)</p> <p>TE: Week 26: I Put Away the Milk, p. 237 (word & writing activity)</p> <p>TE: Week 29: Hide and See, p. 327 (writing activity)</p>
b. Recognize and name end punctuation.	<p>TE: Week 13: Jumping Beans, p. 319 (writing activity, exclamation point)</p> <p>TE: Week 14: How Many Spots, p. 341 (writing activity, question mark)</p> <p>TE: Week 26: Under the Table, p. 255 (writing activity, period)</p>

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TE: Week 13: Jumping Beans, p. 324 TE: Week 20: Here I Come!, p. 65 TE: Week 24: "Squeak," Said the Mouse, p. 175 TE: Week 27: Donald the Dragon, p. 261
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TE: Week 24: "Squeak," Said the Mouse, p. 187 TE: Week 29: Hide and Seek, p. 327 TE: Week 29: My Guide Dog, p. 341 TE: Week 32: And on My Hand, p. 413
Knowledge of Language Standard 3. (Begins in grade 2)	
Vocabulary Acquisition and Use Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TE: Week 32: And on My Hand, p. 400, 404, 405, 413
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TE: Week 28: My Flag, p. 303 TE: Week 35: The Week It Rained, p. 487
Standard 5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TE: Week 2: The Party, p. 69 TE: Week 8: Quick! Quick! Quick!, p. 201 TE: Week 9: Dressing Up, p. 223 TE: Week 12: We See Letters, p. 289 All alphabet texts have pictures to sort by letter on page 8 of the electronic text.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TE: Week 7: Bumper Boats, p. 174, 187 (verbs & adjectives) TE: Week 9: Dressing Up, p. 231 (adjectives) TE: Week 13: Jumping Beans, p. 315 (verbs) TE: Week 27: Donald the Dragon, p. 269, 273 (verbs)
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TE: Week 9: The Football Game, p. 152 TE: Week 8: Quick! Quick! Quick!, p. 196, 212 TE: Week 10: In a Car, p. 249 TE: Week 25: The County Fair, p. 216 TE: Week 29: Hide and Seek, p. 314
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TE: Week 13: Jumping Beans, p. 322 TE: Week 23: I Can, p. 164 TE: Week 27: Donald the Dragon, p. 260
Standard 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Opportunities exist daily to meet this standard. TE: Week 3: Zolar and Zina in Space, p. 86, 87, 99 TE: Week 17: Fast!, p. 394, 395, 399, 407 TE: Week 21: Up and Down, p. 88, 89, 92, 101 TE: Week 34: My Homes, p. 462, 463, 466
STRAND: LITERATURE	
Standard 1. Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	TE: Week 2: The Party, p. 77 TE: Week 9: Dressing Up, p. 227, 231 TE: Week 20: Here I Come!, p. 73, 77 TE: Week 33: The Week It Rained, p. 499
2. With prompting and support, retell familiar stories, including key details.	TE: Week 3: Zolar and Zina in Space: p. 99 TE: Week 10: In a Car, p. 253 TE: Week 24: The Balloon, p. 196 TE: Week 30: Where?, p. 368

3. With prompting and support, identify characters, settings, and major events in a story.	TE: Week 24: The Balloon, p. 194, 201 TE: Week 29: Hide and Seek, p. 314, 318 TE: Week 30: Spots and Stripes, p. 346, 359 TE: Week 30: Where?, p. 366, 368, 372
Standard 2. Craft and Structure	
4. Ask and answer questions about unknown words in a text.	Opportunities exist daily with shared and group reading online texts and activities. TE: Week 5: Zolar and Zina in the Pool, p. 143 TE: Week 17: Fast!, p. 394 TE: Week 21: Up and Down, p. 101 TE: Week 27: Look at Me, Mom!, p. 280
5. Recognize common types of texts (e.g., storybooks, poems).	TE: Week 6: The Football Game, p. 157 TE: Week 16: Big Machines, p. 372 TE: Week 28: My Flag, p. 290, 296 TE: Week 31: Reflections, p. 376, 382
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TE: Week 10: In a Car, p. 240 TE: Week 29: My Guide Dog, p. 334 TE: Week 30: Where?, p. 366
Standard 3. Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TE: Week 2: The Party, p. 68 TE: Week 3: Zolar and Zina in Space, p. 86 TE: Week 29: My Guide Dog, p. 334 TE: Week 32: And on My Hand, p. 404
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TE: Week 5: Zolar and Zina in the Pool, p. 130 TE: Week 10: In a Car, p. 240 TE: Week 12: We See Letters, p. 284 TE: Week 23: I Can, p. 162
Standard 4. Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	TE: Week 3: Zolar and Zina in Space, p. 91, 95, 99 TE: Week 12: We See Letters, p. 289, 293, 297 TE: Week 20: Here I Come!, p. 69, 73, 77 TE: Week 30: Spots and Stripes, p. 351, 355, 357
STRAND: SPEAKING & LISTENING	
Standard 1. Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).	Opportunities exist weekly in Shared Reading to listen and take turns when reading the text for the day. TE: Week 7: Bumper Boats, p. 175 TE: Week 35: The Week It Rained, p. 487
b. Continue a conversation through multiple exchanges.	Opportunities exist weekly on Day 1 of Shared Reading when background is activated and text is walked through. TE: Week 9: Dressing Up, p. 218 TE: Week 14: How Many Spots?, p. 328 TE: Week 23: My Camera, p. 142 TE: Week 28: My Flag, p. 290
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TE: Week 22: My Birds, p. 122 TE: Week 23: I Can, p. 162, 164

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TE: Week 6: The Football Game, p. 156 TE: Week 16: Big Machines, p. 376 TE: Week 22: My Birds, p. 122 TE: Week 23: I Can, p. 164
Standard 2. Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Opportunities exist in print materials. TE: Week 4: We Like Things on Earth, p. 124 TE: Week 10: In a Car, p. 256 TE: Week 24: "Squeak," Said the Mouse, p. 182 TE: Week 32: Someone Ate Our Food, p. 422
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Opportunities exist in print materials. TE: Week 12: We See Letters, p. 301 TE: Week 15: Come and See the Garden, p. 366 TE: Week 22: My Birds, p. 120, 124
6. Speak audibly and express thoughts, feelings, and ideas clearly.	TE: Week 10: In a Car, p. 244 TE: Week 12: We See Letters, p. 288 TE: Week 22: My Birds, p. 122, 126 TE: Week 33: Mrs. McGuire's Muffins, p. 458
STRAND: WRITING	
Standard 1. Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	TE: Week 2: The Party, p. 72, 77 TE: Week 12: We See Letters, p. 288 TE: Week 23: My Camera, p. 150 TE: Week 25: The County Fair, p. 212
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TE: Week 6: The Football Game, p. 160 TE: Week 11: I Am Lucky!, p. 270 TE: Week 22: My Birds, p. 126 TE: Week 34: My Homes, p. 470
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Opportunities exist using the electronic main text as a focus. TE: Week 9: Dressing Up, p. 222 TE: Week 14: How Many Spots?, p. 332 TE: Week 26: Under the Table, p. 250
Standard 2. Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TE: Week 5: Zolar and Zina in the Pool, p. 138 TE: Week 11: I Am Lucky!, p. 270 TE: Week 23: My Camera, p. 159 TE: Week 29: Hide and Seek, p. 330
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: Week 6: The Football Game, p. 168 TE: Week 16: Big Machines, p. 388 TE: Week 23: My Camera, p. 150, 158 TE: Week 35: The Week It Rained, p. 502
Standard 3. Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TE: Week 11: I Am Lucky, p. 270, 274 TE: Week 16: Big Machines, p. 380, 388 TE: Week 25: The County Fair, p. 212 TE: Week 34: My Homes, p. 470
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE: Week 11: I Am Lucky!, p. 270, 274 TE: Week 16: Big Machines, p. 380, 388 TE: Week 25: The County Fair, p. 212 TE: Week 34: My Homes, p. 470
9. (Begins in grade 4)	
Standard 4. Range of Writing	
10. (Begins in grade 3)	